**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: Days 4 and 5 |
| **Unit Title: Inventory Investigation** | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s): How do I subtract a number from 1,000 to find the correct number of hundreds, tens and ones missing?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead**  **Overhead base-10 manipulative stacks** | | **Student:**  **Base-10 blocks** | | | **Skip count**  **Place value**  **Ones**  **Tens**  **Hundreds**  **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3 and 2.NBT.4** | | | | | |
| **I Can Statement(s): I can determine how to subtract a number from 1,000 to find the missing number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Bring students to the carpet and have base-10 blocks of ones, tens and hundreds ready to demonstrate to them. Have a student pick out any number between 0-1,000 and tell them that by using your blocks to count back up to 1,000 from whatever the number chosen was you can find the mystery number. Show 1 example with the blocks on the carpet. | | | | | |
| **Teacher Directed:**  Have students go back to their seats and turn on overhead projector and take out overhead base-10 manipulative stacks to model working with hundreds, tens and ones to add and subtract up to 1,000. Do the same thing you started introducing on the carpet in more detail with students calling out any number between 1-1,000 and then demonstrate how to count on up to 1,000 to find the mystery number. Do this with several examples so students can really see multiple problems and model using the base-10 blocks. | | | | | |
| **Guided Practice:** Pass out manipulative base-10 blocks to all the students around the room but keep the overhead on, and this time the roles are reversed and the teacher is giving the random number between 1-1,000. This time it is the students’ jobs to find the mystery number by counting on from the teacher-given number up to 1,000 using the base-10 manipulative blocks. | | | | | |
| **Independent Practice:** Students get with a partner at their table teams and take turns doing what we were doing whole-group together with their partner, switching off and on between the person giving the random number and the person finding the mystery number that adds up to 1,000.  For Day 5 – Have the kids switch to a new partner to play the “find the mystery number game” while you rotate around the room and help those who are struggling. Go back and informally re-assess those students who struggled during Day 2 on your base-10 block assessment checklist to see if they are more comfortable using the blocks as a strategy to confidently represent random numbers that you throw out at them. If they are still struggling mark them down again so that you remember to go back and check-in with them and monitor their progress again. | | | | | |
| **Closing/Summarizing Strategy:**  Students go into their math journals and write down a reflective statement about how well they feel they understand the concept of adding ones, tens and hundreds to reach a total of 1,000. If they are feeling confused about anything they should write what step in the process is giving them the hardest time. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Students can create their own flashcard sets for themselves and their partners to play the “find the mystery number” game with each other. | | | Students who are struggling should practice working up to 100 instead of 1,000 and use ones and tens blocks to find the missing number. | | | Work on reviewing vocabulary that was introduced at the beginning of the week – “ones,” “tens,” “hundreds,” etc. and have the kids explain what each word means. |
| **Assessment(s):** Teacher will review students’ math journals to see their progress up to this point and what concepts individual students are struggling with at this point. Also the informal assessment that you did with the checklist is a good way to assess their progress. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |